



Recommended Elements For State and Local Level Training Plans

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The purpose of this document is to identify and describe the basic elements of a good training plan at the curriculum or programmatic level. It is not intended to be used to develop individual training plans or single product training plans.

1. Training Needs

The purpose of the needs assessment is to identify performance discrepancies (gaps in knowledge, skills, and inter-organizational processes) within your own organization, and your emergency response partners. Training conducted in isolation of partner organizations is not effective. Therefore, a meaningful needs assessment must examine cross-organizational training needs.

Briefly describe the results of your needs assessment. What training needs (i.e., performance discrepancies) were identified? How were the needs prioritized and what will be targeted by the proposed training plan? How are the identified training needs linked to public health needs or existing competencies? What workforce competencies will be targeted by the proposed training program?

2. Partnerships

Identify and describe all partnerships in terms of the nature of the collaboration, resources being shared (e.g., existing training materials, training sites, subject matter expertise), and roles and responsibilities of participating organizations.

3. Team Members and Program Leadership

List the key players in terms of their names, organization affiliation, contact information, and roles and responsibilities.

4. Curriculum

Describe the curriculum for the overall training program. This should include a description of all the training products you plan to deliver.

For **EACH** product in the curriculum, include the following descriptive elements:

a. Product Title

What is the title of the training product/course?

b. Learning Objectives

What should learners be able to do when they have completed the training? Keep the focus on the ultimate goal of each training product. At this stage of the planning process, a detailed list of sub-objectives is not expected.

When writing an objective consider how you will be able to know if the audience has achieved the objective. Describe the learning objective in terms of observable behavior; e.g., *identify*, *define*, *demonstrate*, and *apply*. Avoid verb phrases that are not measurable such as, *know*, *understand*, and *appreciate*, and *believe*. For example,

Demonstrate proper vaccine storage and handling procedures as defined by the CDC's National Immunization Program.

c. Target Audience

Describe who the product is designed for in terms of their:

- Occupation, roles, and responsibilities
- Organization (Is this a partner?)
- Specific need for the content

In addition to the primary audience, you may also have secondary and tertiary audiences.

d. Content

Provide a general topic outline of content to be covered by each product. Every effort should be made to identify existing, relevant educational materials. If existing materials are available for use, name the sources / authors / publishers (e.g., CDC) and product titles of all materials that will be used.

e. Delivery Methods / Media

What will be the methods for delivering training? In making media selection decisions, you will want to consider a variety of factors. For example, how many people need to be trained, what is the geographic distribution of audience members, what is the cost of different delivery options, what resources and expertise are available, what types of learning outcomes will be targeted?

Use the following delivery method/media categories to describe your approach for each product:

- On-site conference
- On-site course or workshop
- Tabletop exercise or drill
- Satellite broadcast
- Audioconference
- Videoconference
- Web-based training
- Webcast
- Webstream / archived webcast
- Audio-tape
- CD-ROM

- Diskette
- Text-based (including print and electronic formats)
- Videotape
- DVD

f. Release Date

When will training be conducted or made available for use? For synchronous events, this might be a tentative schedule of courses/workshops.

5. Evaluation Strategy

At a minimum, your evaluation strategy should address the following evaluation questions:

Audience Participation: How many and who participated per course and in aggregate? Describe how you will track and report on who has been trained in what.

Product Count: How many courses were conducted /released by subject/topic area and date? Describe how you will track and report the number of products available to your audiences.

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End-of-Course Evaluation: Did participants like it? Describe the evaluation strategies that will be employed to measure participant satisfaction/reactions to training and educational products. At a minimum, your strategy should yield overall satisfaction or quality ratings for each product.

Testing: Did participants learn it? Describe the evaluation strategies that will be employed to measure participant learning (e.g., self assessment, paper and pencil test, performance checklist, simulation/drill/exercise).

6. Learning Management System

Reporting

Critical to your evaluation strategy is a learning management system (LMS). Depending upon the capabilities of your selected system, you should be able to automate certain data collection and reporting activities. Which, of the following, types of reports will the LMS generate?

- ☐ Number of participants by course title
- ☐ Number of participants in aggregate
- ☐ Number of participants by subject / topic area
- ☐ Number of training events/products conducted or released in aggregate
- ☐ Participant satisfaction / reactions (i.e., end-of-course evaluations) by course
- ☐ Post-test scores by course

7. Continuing Education and Certificates of Attendance

Describe your overall approach to continuing education. Will you offer CE? Is so, what types of CE credit -- CME, CNE, CEU, CECH (CHES), etc.? Is your organization approved to offer CE credit? If not, how do you plan to support participants in their efforts to acquire CE credits through other organizations/agencies? Do you plan to offer certificates of attendance?

8. Registration

Describe the registration procedure planned for all types of courses (synchronous and asynchronous). Will electronic registration, such as an LMS, be used?

9. Site Selection and Facilitator Recruitment Strategies

What training sites are you considering? How will you acquire the use of these sites? What partnerships will you engage?

For some synchronous events, recruitment of site facilitators is critical. If known, identify who the facilitators will be and what recruitment strategies will be conducted.

10. Distribution

How will participants receive or gain access to training and educational materials? Describe how training and educational materials will be distributed to audiences. Specify the unique distribution strategy that will be used for each type of delivery method / media identified in the curriculum.

11. Marketing

Describe the marketing plan for various products. How will the various target audiences be reached?